DOCUMENT RESUME

ED 260 542 EC 180 508

AUTHOR Llewellyn, Evelyn; And Others
TITLE Serving the Learning Disabled Child in Oklahoma.
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
PUB DATE 83
NOTE 78p.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Curriculum; Discipline; Elementary Secondary Education; Grading; *Handicap Identification; Individualized Education Programs; *Learning Disabilities; *Program Development; *Referral; *State Standards; Student Evaluation; Student Placement; Teacher Role; Teaching Methods
IDENTIFIERS *Oklahoma

ABSTRACT

The guidelines are designed to help Oklahoma school administrators, counselors, teachers, and parents better understand learning disabilities. Following an excerpt from the Federal Register regarding evaluation of learning disabled (LD) students, the following three topics are addressed: (1) the referral process (pre-refereal and formal referral); (2) identification procedures (evaluation team members, exclusionary factors in evaluation, classroom observation, written reports, and eligibility team summaries); and (3) program development, which includes the Individualized Education Program (IEP) team, IEP development, placement options, facilities, teaching strategies, scheduling, curriculum models, grading, materials, elementary and secondary curriculum models, discipline, and exit criteria. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED260542

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BEST COPY AVAILABLE

Serving the LEARNING DISABLED CHILD In Oklahoma

Oklahoma State Department of Education
Leslie Fisher, State Superintendent

1983

PRINTED BY TULSA COUNTY
FOR
TOM SUMMERS
TULSA COUNTY SUPERINTENDENT OF SCHOOLS
500 SOUTH DENVER
TULSA, OKLAHOMA 74103

EC 160508

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Craddock
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Serving the LEARNING DISABLED CHILD in Oklahoma

Oklahoma State Department of Education

LESLIE FISHER, State Superintendent
LLOYD GRAHAM, Deputy State Superintendent
TOM CAMPBELL, Associate Deputy State Superintendent
JOHN FOLKS, Associate Deputy State Superintendent
JACK STRAHORN, Associate Deputy State Superintendent

J. D. Giddens	**Fred Jones**	**Murl Venard**
Assistant Superintendent	*Assistant Superintendent*	*Assistant Superintendent*
INSTRUCTION	SCHOOL LUNCH	FINANCE

1983

STATE BOARD OF EDUCATION

Leslie Fisher, President

Burl Bartlett ..... Kingfisher	Barbara Johnson ..... Owasso
R. E. Carleton ..... Purcell	Seay Sanders ..... Midwest City
E. L. Collins ..... Idabel	C. B. Wright ..... Stroud

EC 180 508

OKLAHOMA GUIDELINES FOR SERVING CHILDREN WITH LEARNING DISABILITIES

TABLE OF CONTENTS

Introduction.....1

Federal Register - Learning Disabilities.....5

Referral Process.....11

- Pre-Referral.....14
- Formal Referral.....19

Identification Procedures

- Evaluation Team Members.....23
- Evaluation.....27
- Seven Areas - Definition, Checklist & Tests.....29
- Exclusionary Factors in Evaluation.....41
- Classroom Observation.....45
- Written Report.....49
- Eligibility Team Summary (SDE Form No. 4).....51

Program Development

- IEP Team.....55
- IEP Development.....56
- Placement Options.....61
- Role of Learning Disabilities Teacher.....63
- Facilities.....64
- Teaching Strategies.....65
- Scheduling.....68
- Curriculum Models.....75
- Grading.....79
- Materials.....83
- Discipline.....93
- Exit Criteria.....94

The Oklahoma State Department of Education, in compliance with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, educational and counseling services.

This publication, printed by the State Department of Education, is issued by the Oklahoma State Department of Education, Special Education Section, as authorized by Leslie Fisher, State Superintendent of Public Instruction. 5000 copies have been prepared and distributed at a cost to the taxpayers of the State of Oklahoma $3,377.00.

INTRODUCTION

These guidelines have been developed to help school administrators, counselors, teachers and parents to better understand Learning Disabilities. The holistic approach must be considered so those children having learning disabilities are served appropriately and those children who are not learning disabled are recognized.

A committee has been responsible for the contents of this handbook. Using the Federal Regulations, comparable guidelines from many other states and the expertise of the committee members, these recommendations are presented.

Committee Members:

Evelyn Llewellyn (Chairman)
Learning Disabilities Coordinator
Special Education Section, SDE

Mary Robertson (Co-Chairman)
Coordinator
Special Education Section, SDE

Debbie Arato
Learning Disabilities Coordinator
Moore Public Schools

Gary Gerber
Admin. Asst. for Special Services
Broken Arrow Public Schools

Melba Goerke
Coordinator of Special Projects
Watonga Public Schools

Lynn Johnson
Special Services Director
Owasso Public Schools

Glen Kastner
Special Services Director
Putnam City Public Schools

Billie Metheny
Learning Disabilities Consultant
Oklahoma City Public Schools

Deborah Murphy
Child Service Demonstration Center
Cushing Public Schools

Colleen Nixon
Director of Special Education
Enid Public Schools

June Townsend
Learning Disabilities Teacher
Shawnee Public Schools

Dr. Jim Van Zant
Special Services Director
Harrah Public Schools

Twanda Wyckoff
Psychometrist
Alva RESC

Rules and Regulations

Part 121a of Title 45 of the Code of Federal Regulations is amended as follows:

1. Section 121a.5 is amended by revising paragraph (b) (9) to read as follows:

121a.5 Handicapped Children

(b)

(9) "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

121a.702 (Amended)

2. Section 121a.702 is amended by deleting paragraph (a) (2).

3. The following new sections are added:

Additional Procedures for Evaluating Specific Learning Disabilities

121a.540 Additional Team Members

In evaluating a child suspected of having a specific learning disability, in addition to the requirements of Section 121a.532, each public agency shall include on the multidisciplinary evaluation team:

(a) (1) The child's regular teacher; or

(2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or

(3) For a child of less than school age, an individual qualified by the State educational agency to teach a child of his or her age; and

(b) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

121a.541 Criteria for Determining Existence of a Specific Learning Disability

(a) A team may determine that a child has a specific learning disability if:
  (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a) (2) of this section, when provided with learning experiences appropriate for the child's age and ability levels; and
  (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
    (i) Oral expression;
    (ii) Listening comprehension;
    (iii) Written expression;
    (iv) Basic reading skill;
    (v) Reading comprehension;
    (vi) Mathematics calculation; or
    (vii) Mathematics reasoning.

(b) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of:
  (1) A visual, hearing, or motor handicap;
  (2) Mental retardation;
  (3) Emotional disturbance; or
  (4) Environmental, cultural, or economic disadvantage.

121a.542 Observation

(a) At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.

(b) In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

121a.453 Written Report

(a) The team shall prepare a written report of the results of the evaluation.

(b) The report must include a statement of:
  (1) Whether the child has a specific learning disability;
  (2) The basis for making the determination;
  (3) The relevant behavior noted during the observation of the child;
  (4) The relationship of that behavior to the child's academic functioning;
  (5) The educationally relevant medical findings, if any;
  (6) Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and

(7) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

(c) Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusion.

REFERRAL PROCESS

(a) A team may determine that a child has a specific learning disability if:

(1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a) (2) of this section, <u>when provided with learning experiences appropriate for the child's age and ability levels</u>;

THE REFERRAL PROCESS

Definition and Purpose

The referral process provides a way for concerned persons to request additional information and support for a child. Each school system should establish and maintain an organized referral system which is communicated to all professional personnel within the system and to persons within the community. This referral system should have provisions for handling referrals made by persons who are not a part of the local school system, as well as referrals made by school system personnel. These guidelines recommend the referral process be comprised of two sequential steps: (1) pre-referral, and (2) formal referral.

I. Pre-Referral

When a student is experiencing difficulty in a regular classroom, a pre-referral is made and an intervention plan is developed by the support team.

II. Formal Referral

If intervention techniques and remedial programs have failed to alleviate the problems experienced by the student, a referral for a formal evaluation is made.

Educators must keep in mind that a wide range of achievement levels is to be expected within any given classroom, unless children are homogeneously grouped by ability. It is to be expected that for a randomly selected classroom of 5th graders, with IQ scores ranging between 85 and 115, children's achievement levels will range between the 3rd and 6th grades.

This wide variability in achievement levels must be taken into consideration during the identification of children with suspected learning disabilities. While half of the children in a given classroom may have achievement levels that are below grade level, most of these students are appropriately placed in the regular classroom and are the responsibility of regular education. Learning disabilities students, on the other hand, are those judged to demonstrate such severe deficits between intellectual ability and achievement that they are in need of special education.

I. PRE-REFERRAL

When a student presents a particularly unique problem, the classroom teacher frequently has no place to turn for help other than referring the student for a comprehensive educational evaluation involving special education support staff. A shortcoming of this response to a problem presented by a particular student is that it usually does not provide immediate support to the teacher and student. Several weeks can pass before the comprehensive educational evaluation is completed and staffing is held to discuss the results and recommendations. In some cases, students may be identified as handicapped and recommended for placement in special education instructional programs. Other students may be identified as mildly handicapped, but not in need of special education programming, while others will not be identified as handicapped. For the last two groups of students, the delay in providing immediate support to the teacher and student may have been unnecessary. Schools should consider the development of a support system to classroom teachers that would assist a teacher in clarifying the nature of an individual student's learning and/or behavior problem, and provide immediate and relevant support to the teacher in dealing with the problem.

One such support system is a building level support team. This team would function as an intermediate step between the recognition of a problem by a classroom teacher and a formal referral for a comprehensive educational evaluation. A teacher who is experiencing difficulty with a student could request the team's assistance. The team will gather information concerning the student and meet to discuss the problem, generate possible remedial actions, and recommend a specific intervention strategy.

A. The team should be viewed as a mechanism for problem solving. For this reason, the number of members should be kept low, probably no more than three (3) members, at least for the initial meeting on a particular student. Additional personnel can be included later if the student's problems warrant input from others. Although the members may vary in accordance with the staffing patterns of the school and the nature of the problem, the following persons should be on this team:

   1. The principal or his/her designee
   2. The referring teacher
   3. A teacher qualified to teach that age child, preferably one teaching in the related problem area

   The following personnel should also be considered and included on the team as consultants either on a regular basis or as appropriate:

   1. Special education teacher

2. Remedial program teacher
3. Guidance counselor
4. School psychometrist or psychologist
5. School social worker

B. It is important that the responsibility of coordinating the activities of the team be assumed by one individual. Ideally, this individual should have the authority to delegate responsibilities, require attendance of team members, and commit school resources, both material and personnel, that might be necessary in developing and implementing an intervention plan. A principal or assistant principal would be an appropriate individual to fill this role. However, considering the demands on a principal's time, it may be necessary for the principal to appoint a coordinator to serve as his/her designee. The coordinator should assume the following responsibilities:

1. Schedule the team conference;
2. Contact team members about scheduled meetings;
3. Request attendance of any specialist that may be particularly helpful in dealing with a specific referral;
4. Ensure that all information about a referred student is organized and available for the team meeting;
5. Facilitate the discussion and problem-solving activities of the team;
6. Ensure that the team's recommended intervention plan is implemented;
7. Ensure that follow-up occurs.

C. Conferences

The time of day for the team conferences will vary in accordance with the scheduling pattern of the different school systems. The following are some times that should be considered: (1) before school begins; (2) after students are dismissed; (3) scheduled break times; (4) time when students are in non-academic classes; (5) other times when volunteers can substitute for teachers.

The frequency of conferences will also vary from school to school, depending on school enrollment and needs. Regardless of the schedule for meetings, the team should discuss only those students whom teachers have decided ahead of time to discuss. The team meets only if there are students to discuss, either as initial referrals or as follow-up cases.

D. Support Team Goals

If the school faculty commits itself to cooperative problem solving, the following goals should be successfully achieved:

1. Provide a more efficient and effective means of assisting classroom teachers and students;
2. Provide both moral and peer support to teachers;
3. Bolster staff morale;
4. Provide a vehicle for the faculty to share their knowledge, skills, and ideas in dealing with a variety of learning and behavior problems;
5. Providing a learning experience for teachers to be better able to cope with arising problems;
6. Reduce the number of inappropriate referrals;
7. Utilize special education personnel more effectively.

SUPPORT TEAM INTERVENTION PLAN

Date: _____

Responsibilities	Strategies
Gather existing information about the student.	This information must include: .group achievement test results .classroom grades .number of times retained/special promotions .number of absences .remediation efforts .observational data .checklists and interviews .screening information to rule out vision, hearing, and/or medical problems This information may include: .group intelligence test results or individual achievement test results
Identify and clarify the problem.	This may require parental involvement. .review existing information on student .state problem in behavioral terms
Develop a plan of intervention.	Examples of intervention strategies: .the use of an aide, volunteer, or peer tutor .modification of classroom material .assignment to a different instructional group .a behavior modification program .preferential seating .remedial or compensatory program

SUPPORT TEAM PLAN

_____

_____

_____

_____

_____

_____

PERSONNEL INVOLVED: _____

_____

_____

II. FORMAL REFERRAL

A formal referral is made when the student's needs warrant a comprehensive evaluation by a multidisciplinary team and special education services need to be considered.

A. Who Can Refer

The school support team should determine if a formal referral is necessary when the regular school program cannot meet the student's needs. If a school support team is not functioning in a school, the principal or his/her designee should be responsible for making a formal referral.

When the support team is deciding whether to refer for a comprehensive evaluation, the following characteristics commonly considered representative of a student with learning disabilities should be kept in mind.

Characteristics of Students Who May Have a Learning Disability

1. Poor academic achievement;
2. Variability in performance:
   - across subject areas;
   - from hour to hour or day to day;
   - between subtests measuring intellectual abilities or processing skills;
3. Attention problems:
   - inability to concentrate for even short periods of time;
   - distractibility;
   - attention to irrelevant details;
4. Organization problems:
   - Poor organization of information:
     - difficulty selecting main idea;
     - categorizing objects or ideas;
     - organizing stories;
     - outlining;
     - sorting relevant from irrelevant information;
   - Poor organization of time:
     - difficulty planning ahead;
     - anticipating events;
     - sequencing days, months, seasons, events;
     - completing appropriately chosen tasks within a reasonable time period;
   - Poor organization of space:
     - problems managing materials on desk or table;
     - difficulty spacing written letters or words on page;
     - inability to judge distance;
5. Difficulty in understanding spoken or written language, in situations such as:

following directions;
understanding requests or questions;
attending to conversations;
following stories;
responding to language, e.g., by repeating rather than answering;
responding to gestures instead of language;

6. Difficulty using language, in such areas as:
   remembering words or names;
   sequencing sounds or syllables in words;
   sequencing words in sentences;
   sequencing sentences in paragraphs or stories;
   forming complete sentences;
   confusing verb tenses;
   retelling stories or past events;
   relying on gestures instead of language.

B. Procedures

1. The parents should be notified of the source and nature of the referral for their child, and written parental consent must be obtained to do further evaluation. Parents must receive a copy of their rights at this time.

2. All previous information on the referred student should be gathered and given to the person who will be conducting the formal assessment. If a Regional Education Service Center is to do the evaluation, SDE Form No. 1 (from the Policies and Procedures Manual for Special Education in Oklahoma) is <u>required</u>.

3. A comprehensive evaluation is conducted for the suspected handicapping condition.

IDENTIFICATION PROCEDURES

121a.540 Additional Team Members

In evaluating a child suspected of having a specific learning disability, in addition to the requirements of Section 121a.532, each public agency shall include on the multidisciplinary evaluation team:

(a) (1) The child's regular teacher; or

(2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or

(3) For a child of less than school age, an individual qualified by the State educational agency to teach a child of his or her age; and

(b) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

EVALUATION TEAM MEMBERS

Introduction

The Evaluation Team will consist of a regular teacher, an LD teacher and a person qualified to conduct individual diagnostic evaluations. They will meet as a team, evaluate the information gathered concerning the student and complete the learning disabilities eligibility form. This team can then become the IEP Team by adding an administrative representative and the parent. In so doing, the Evaluation Team must be careful to address each exclusion factor in the Federal definition of learning disabilities. This process is to be used for all new referrals.

The parents of the suspected LD child are not a part of the Evaluation Team. The comprehensive evaluation of children necessarily involves the collection of a variety of information, including information from the parents concerning their perceptions of the child's behavior. Such a practice is considered routine and basic to any evaluation and therefore unnecessary to be specifically listed. It might be emphasized that parents have the right under other sections of these Part B regulations to (1) participate in the development of the individual education program of their child, (2) request a due process hearing in the event they disagree with the findings of the evaluation team, (3) have access to all records pertaining to their child, and (4) have other due process safeguards.

Responsibilities

Regular Classroom Teacher

The role of the teacher includes providing subjective information to other team members about the child's performance in class, as well as concrete information showing level of achievement, behavior, peer group interaction, and overall adjustment. Information gleaned from the cumulative file and/or conferences with the student or parent concerning any other influences on the student's learning will also be provided by the regular classroom teacher.

Qualified Examiner

The "qualified examiner" would preferrably be a school psychometrist/psychologist. However, in schools without this service, the pschometrist who administered the test shall interpret the test results to a person knowledgeable in testing who will serve as a member of the team.

Learning Disabilities Teacher

This teacher reviews information provided by other team members and provides input as to characteristics of students with a learning disability. The LD teacher also assists in determining whether the

LD classroom is the least restrictive environment.

The Evaluation Team will discuss and apply the accumulated information in determining the discrepancy between ability and achievement and rule out as primary cause the factors in SDE Form No. 4 (a) Physical/Sensory Handicap, (b) Mental Retardation, (c) Emotional Disturbance, (d) Socio-Economic Disadvantage.

EVALUATION

The purpose of evaluation is to integrate background and individual performance information into a comprehensive picture of how a particular student functions in an academic setting. An evaluation for learning disabilities must test in each of the seven areas of suspected academic disability. A thorough evaluation will also include a test of general intellectual abilities and selected tests that measure information processing and perceptual deficits in relation to poor academic functioning. It will also include observations of the student gathered during the pre-referral process or formal referral process. This observation will be in the regular classroom setting by someone other than the student's regular classroom teacher. Above all, no one test or other single means of evaluation shall be used as the sole criterion for placement.

It is necessary to have a current IQ (Intelligence Quotient) score and achievement test scores to determine if there is a discrepancy between ability and achievement. There are three areas that should cover the need to determine discrepancy and aid the evaluation team in determining eligibility for LD placement. These areas are: (1) Intelligence, (2) Information Processing and Perceptual Impairment, (3) Academic Functioning in Seven Defined Areas. The results of these tests will be the basis for writing an appropriate Individual Education Program (IEP) if the student is declared eligible for a learning disabilities program.

These are suggested tests. Those marked with an asterisk (*) must be administered by a psychometrist/psychologist.

1. INTELLIGENCE

. Stanford-Binet Intelligence Test*
. Wechsler Intelligence Scales*
  WPPSI : Wechsler Pre-School & Primary Scale of Intelligence
  Age: 4-6
  WISC-R: Wechsler Intelligence Scale for Children Revised
  Age: 6-16
  WAIS : Wechsler Adult Intelligence Scale
  Age: 16 and above
. Leiter International Scale of Intelligence*
. Hiskey-Nebraska Test of Learning*
  Aptitude
. Kaufman Assessment Battery for Children*
  KABC Age: 2-12

2. INFORMATION PROCESSING AND PERCEPTUAL IMPAIRMENT

Auditory Processing
. Auditory Discrimination Test (Wepman)

. Goldman-Fristoe-Woodcock Auditory Selective Attention
. Goldman-Fristoe-Woodcock Sound-Symbol Test
. Goldman-Fristoe-Woodcock Auditory Discrimination Test
. VADS (Visual Aural Digit Span Test)

Visual Processing
. Bender Visual Motor Gestalt Test (Koppitz or Watkins)*
. Memory for Design Test (Graham-Kindell)
. Development Test of Visual Motor Integration (Beery-Buktenica)
. VADS (Visual Aural Digit Span Test)

Kinesthetic Processing
. Luria-Nebraska Neuro-Psychological Battery*
. Purdue Perceptual Motor Survey

3. ACADEMIC FUNCTIONING IN SEVEN DEFINED AREAS

This section includes definitions, checklists and tests.

(a) A team may determine that a child has a specific learning disability if:

(2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

(i) Oral Expression
(ii) Listening Comprehension
(iii) Written Expression
(iv) Basic Reading Skills
(v) Reading Comprehension
(vi) Mathematics Calculation
(vii) Mathematics Reasoning

ORAL EXPRESSION

Definition

Oral expression is the ability to express oneself utilizing vocal speech and language.

1. An area of learning disabilities that requires the services of both a language development specialist and the learning disabilities teacher.
2. Does not include children where a second language is spoken in the home or where low intelligence produces inferior language.

Oral Expression Checklist

____Can produce meaningful language
____Ability to produce age-appropriate spoken language
____Cannot be understood when speaking
____Does not make sense in conversation
____Takes much time to respond verbally
____Inadequate vocabulary to express ideas
____Grammar and sentence structure are not as mature as peers
____Does not speak in complete sentences most of the time
____Does not tell story in proper sequence
____Responses to questions are inappropriate
____Frequently uses gestures to communicate
____Seems to struggle to remember the right words when speaking

Oral Expression Tests (Suggested)

. Woodcock Language Proficiency Battery
. Woodcock-Johnson Cognitive Battery
. Roswell Chall Diagnostic Reading Test
. Durrell Analysis of Reading Difficulty

LISTENING COMPREHENSION

Definition

Listening comprehension is the ability to comprehend heard verbal information which includes utilization of the phonological, morphological, syntactical and semantic aspects of one's own language system. The primary characteristics of students exhibiting a listening comprehension deficit is their inability to comprehend the spoken word. The inability to understand words, however, must be differentiated from disorders related to distractibility or auditory acuity.

Listening Comprehension Checklist

____Inadequate attention span
____Does not follow oral directions
____Does not seem to understand what is said to him/her
____Does not remember spoken information
____Does not understand subtleties in word or sentence meaning
____Is sensitive to noise
____Repeats phrases to self over and over before he/she understands
____Confuses words and sounds that are similar
____Asks frequently for you to repeat yourself (What?)
____Is not able to tune out noise distractions

Listening Comprehension Tests (Suggested)

. Durrell Listening Comprehension
. Gray Oral Reading

WRITTEN EXPRESSION

Definition

The ability to use one's own graphic symbol system to clearly communicate ideas, thoughts and feelings in a meaningful way.

1. Form letters, words, numerals, sentences in a legible manner.
2. Generate enough meaningful sentences to express one's thoughts, feelings and opinions adequately on paper.
3. Punctuation, capitalization, format and spelling.
4. Express ideas, opinions and thoughts in a creative and organized way, including writing at an expected level of abstraction.

Written Expression Checklist

____Copying, drawing skills are not as mature as peers
____Cannot write first and last name
____Inadequate letter formation
____Writing does not stay on line
____Inadequate spacing of letters/words
____Illegible writing
____Writing takes a great deal of time and effort to be acceptable
____Cannot copy from a paper or the blackboard
____Turns paper to an unusual degree when writing
____Makes frequent reversals
____Does not recognize his/her reversals
____Unable to write letter when hearing letter name
____Unable to write letter when hearing letter sound
____Does not pass spelling tests
____Spelling is unacceptable in daily work
____Capitalizes inadequately
____Cannot write a complete sentence
____Does not communicate adequately in longer written assignments
____Does not write cohesive paragraph
____Vocabulary, grammar, syntax and/or usage are not adequate for age

Written Expression Tests (Suggested)

. Woodcock-Johnson Achievement
. Picture Story Language Test*
. Iowa Test of Basic Skills
. Slingerland Screening Test for LD
. WRAT Spelling (Along with one of others above)

BASIC READING SKILLS

Both basic reading skills and reading comprehension need to be considered as complementary dimensions of achievement. The apparent separation is for diagnostic and explanatory purposes.

Definition

Basic reading skills are defined as those fundamental reading skills, processes and strategies required for identifying clues significant for meaning in written text and for attaining comprehension skills. This area includes such items as:

1. Sight Word Vocabulary: identifying words by sight from their configuration and form, and, when in context, from their semantic and syntactic relationships.
2. Phonic Analysis: identifying words by utilizing sound-symbol relationships and structural analysis.
3. Reading Rate: reading speed and fluency that reflects the efficient processing of meaning.
4. Text Analysis: identifying and responding to the clues inherent in the shape, flow and direction of written discourse.
5. Proficiency: combining all elements of basic reading skills and strategies so as to gain the maximum momentum for reading.

It is important to also consider that there is not always a direct correspondence between basic reading skills and reading comprehension. Frequently, learning disabled students will perform basic reading skill tasks very poorly, while their reading comprehension remains relatively well developed. In other cases, however, the reverse situation is also observed. As a result, it is important not to predict one type of reading ability from performance on the other, since they would appear to be semi-independent. Regardless of their "connected-ness", both areas need to be evaluated.

Basic Reading Skills Checklist

____Confuses "b" and "d", reads "bog" for "dog", and often confuses "b", "d", "p", "q"
____Confuses the order of letters in words (reads "was" for "saw")
____Doesn't look carefully at the details in a word and guesses from the first letter (reads "farm" for "front")
____Loses his place on a page when reading, sometimes in the middle of a line or at the end of the line
____Can't remember common words taught from one day to the next;

knows them one day, not the next. Most frequently forgets abstract words (us, were, says)

____Has no systematic way to figure out a word he doesn't know. Guesses or says, "I don't know"

____Reads without expression and ignores punctuation. The mechanics of reading are so hard for him that he has no awareness of the ideas expressed by the written symbols

____Reads very slowly, and reading tires him greatly

____Omits, substitutes, or adds words to a sentence

____Reads word by word, struggling with almost each one of them

Basic Reading Skills Tests (Suggested)

. Durrell Analysis of Reading Difficulty
. Woodcock-Johnson Achievement
. Brigance Diagnostic Inventory of Basic Skills (BDI)

READING COMPREHENSION

Definition

Whether considered in oral or silent reading contexts, reading comprehension is defined as the process by which the ideas and meaning intended by the author is understood or confirmed by the reader.

Reading comprehension consists of two levels of performance:

1. Literal: understanding information which appears directly in the written material, e.g., summarizing ideas, answering questions based directly on the content of a written passage, sequencing details and ideas.
2. Inferential: interpreting and generalizing from what has been read; the reader demonstrates the ability to expand upon and generalize from the written material, e.g., noting cause-effect relationships, drawing conclusions, judging accuracy, distinguishing between fact and opinion, making predictions.

Comprehension indicates to what extent students attend to, conceptualize, organize, store and retrieve information from ideas presented by the author. Reading comprehension difficulties interfere with achievement in all curriculum areas.

Reading Comprehension Checklist

____Lacks the ability to associate meaning with the graphic symbol
____Lacks the ability to understand words in context and to select the meaning that fits the context
____Lacks the ability to read in thought units
____Lacks the ability to understand units of increasing size: the phrase, clause, sentence, paragraph, and whole selection
____Lacks the ability to acquire word meanings
____Lacks the ability to select and understand the main ideas
____Lacks the ability to follow directions
____Lacks the ability to draw inferences
____Lacks the ability to understand the writer's organization
____Lacks the ability to evaluate what is read: to recognize literary devices used to identify the tone, mood, and intent of the writer
____Lacks the ability to retain ideas
____Lacks the ability to apply ideas to integrate them with one's past experience

Reading Comprehension Tests (Suggested)

. Durrell Analysis of Reading Difficulty

. Woodcock-Johnson Achievement
. Brigance Diagnostic Inventory of Basic Skills (BDI)

MATHEMATICS CALCULATION

Definition

Mathematics calculation includes those processes and strategies by which one shows an understanding of the means to reach an arithmetic computation solution.

Broadly stated, such strategies include the concrete or rote manipulation of objects, sets, numbers and patterns in order to reach an appropriate solution.

Mathematics Calculation Checklist

____Does not employ problem-solving strategies; often uses random, trial-and-error approach to tasks
____Reversals and mirror images displayed in writing digits, place value notation, alphabet, and words
____Uses cues incorrectly
____Displays logical error in computing algorithms
____Displays problems with understanding process signs and other vocabulary
____May not be able to retrieve numerals or words needed for arithmetical operations
____Excessive difficulty remembering or retrieving arithmetic facts

Mathematics Calculation Tests (Suggested)

. Key Math
. Woodcock-Johnson Achievement
. Brigance Diagnostic Inventory of Basic Skills (BDI)
. WRAT Math (along with one of others above)
. Piat

MATHEMATICS REASONING

Definition

Mathematics reasoning is the demonstrated ability to employ mathematical facts, concepts, laws and operations to achieve appropriate solutions to mathematics-rooted problems.

It is important that both types of mathematics performance be evaluated since it is not always possible to predict performance in mathematics calculation from one's performance in mathematics reasoning, and vice versa. More importantly, some students show poor performance in mathematical calculation but do quite well in tasks involving concepts and reasoning strategies.

Mathematics Reasoning Checklist

____Does not organize a task to facilitate its completion
____Does not make appropriate inferences from data and draws inappropriate conclusions
____Does not appropriately sequence occurrences or objects
____Inability to make choices and selections; guesses
____Does not indicate knowledge of spatial relationships (direction, location, laterality, topological relationships)
____Does not discriminate differences or similarities in size and shape

Mathematics Reasoning Tests (Suggested)

. Key Math
. Woodcock-Johnson Achievement
. Brigance Diagnostic Inventory of Basic Skills (BDI)
. Piat

(b) The team may not identify a child as having a learning disability if the severe discrepancy between ability and achievement is primarily the result of:

1. A visual, hearing or motor handicap
2. Mental retardation
3. Emotional disturbance
4. Environmental, cultural or economic disadvantage

EXCLUSIONARY FACTORS IN EVALUATION

Not all children who demonstrate a severe discrepancy between ability and achievement in the seven areas outlined need to be identified as learning disabled. It is quite possible that a student's performance and production in the classroom setting are not equal to his/her "ability level" for reasons beyond the student's immediate learning environment. As a safeguard against the inappropriate placement of some learners into programs primarily designed for learning disabled students, P.L. 94-142 has carefully specified a set of exclusionary conditions.

The determination of learning disabilities must be established on the basis of the fact that the disorder underlying the severe discrepancy is related to a "constitutional" factor or group of factors within the individual learner, and is not primarily linked to other mitigating factors (e.g., sensory or motor handicaps, mental retardation, emotional disturbance, or environmental/cultural/economic complications that have impacted on school performance).

1. Visual, Hearing or Motor Handicap

The nature of a learning disability is such that it is frequently associated with a neurological dysfunction that has resulted in a partial blockage of some basic psychological processes, particularly the broad category described as "information processing". Therefore, a child with another primary handicap (e.g., vision, hearing or neuromotor) would not be identified as learning disabled.

2. Mental Retardation

Any student who can be identifed as having a mental impairment according to current Oklahoma guidelines for special education services is not eligible for a learning disabilities program. One useful reference point for examining this area of the exclusionary clause is that the retarded student's performance is more closely in line with his or her assessed ability, while the learning disabled student's is not. As a result, the real discrepancy for the retarded youngster is between his ability level and that of his more normal peers.

3. Emotional Disturbance

One of the most difficult areas to differentially diagnose is that of emotional disturbance and learning disabilities. In particularly troublesome cases, some effort will have to be put forth to decide whether a student is eligible for services for the emotionally disturbed. Evaluations as well as observations taken during the prereferral process will provide the most useful information for reaching an informed decision. It must be determined whether the severe dis-

crepancy is linked most clearly with external factors rather than internal disruptions of basic psychological processing. There will always be some cases where such a delineation defies both the data and the combined expertise of the eligibility team. In the final outcome, what is most important is the guarantee of appropriate educational and other professional services to address the student's handicapping condition.

4. Environmental/Cultural/Economic Disadvantage

The apparent reason for this area's inclusion in the law is to guarantee that students from different, complicating environments are not automatically placed in programs for the learning disabled simply because their achievement lags their assessed ability.

Environmental/cultural and/or economic factors influence a child's constitutional make-up in the realm of thinking, acting and speaking. However, only the most limited of these circumstances can be acknowledged as being primarily responsible for a particular child's severe discrepancy between ability and achievement. Such circumstances might include irregular school attendance; frequent moving from one home to another; different cultural values and priorities regarding education; poor educational environment in previous school settings; significant family events such as death, divorce, or disorganization; and the effect of language and dialect on school achievement.

Summary

In order to guarantee that a student is not inappropriately placed in a special education program for the learning disabled, the evaluation team must present evidence that his or her severe discrepancy is not primarily related to any of the four areas.

121a.542 Observation

(a) At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.

(b) In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

CLASSROOM OBSERVATION

Observation in Regular Class

The purpose of this observation is to provide information about the student's behavior in a regular classroom. On each observation, compare the student's behavior with classmates. This information will be important to an understanding of the observation. Record specific behaviors and avoid making judgements.

A. Classroom Environment

Observe and record such things as:

- type and level of noise
- lighting and temperature
- availability of space
- other stimuli to which student may attend
- seating
- instructional materials
- portable, regular or open classrooms
- pupil/teacher ratio

B. Instructional Situation and Student Behavior

Observe and record such things as:

1. Beginning of Lesson
   - seating arrangement and student's proximity to teacher
   - noise and activity level of group
   - student and group response to teacher's "ready to attend" cues
   - student interactions

2. Directions and Assignments
   - type of assignment and student response required
   - student's response to teacher's oral directions and written directions
   - student's response to teacher's visual aids or cues (e.g., diagrams, charts, pictures, overheads, gestures, facial expression, other body language)

3. Student Work and/or Participation in Group Lessons
   - student organization and use of materials
   - student looks to other students for information about instructions or for answers
   - student asks teacher for clarification; other responses to teacher
   - student concentration or distraction while working (describe source of interruption and note by self or other source)
   - task completion
   - student interactions

4. Transition Time
   - student's response to teacher's directions regarding transition
   - noise and activity level of group
   - student behavior during transitions
   - student behavior in new activity
   - student interactions

Observation in Area of Suspected Disability

The purpose of this part of the observation is to record the student's behavior in an area where his/her achievement is lagging behind learning potential.

WRITTEN REPORT

The team shall prepare a written report of the results of the evaluation.

The report must include a statement of:

- Whether the child has a specific learning disability;
- The basis for making the determination;
- The relevant behavior noted during the observation of the child;
- The relationship of that behavior to the child's academic functioning;
- The educationally relevant medical findings, if any;
- Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and
- The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

Each member of the team shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusion.

LEARNING DISABILITIES - ELIGIBILITY TEAM SUMMARY

Name: _____ Date: _____

DOB: _____ Grade: _____ School: _____

1. Relevant behaviors noted during observation and its relationship to academic functioning:

   _____
   _____
   _____

2. Educationally relevant medical findings, if any:

   _____
   _____

3. Significant discrepancy between ability and the following achievement areas:

   ____Listening Comprehension
   ____Oral Expression
   ____Basic Reading Skills
   ____Reading Comprehension
   ____Written Expression
   ____Mathematics Calculation
   ____Mathematics Reasoning

4. Basis for making discrepancy determination:

   _____
   _____

5. Is there evidence of a severe discrepancy between ability and achievement which is not correctable without special education ____Yes ____No

6. *Ruled out as primary cause: (X)

   ____a. Physical/Sensory Handicaps
   ____b. Mental Retardation
   ____c. Emotional Disturbance
   ____d. Socio-economic Disadvantage

   *If not ruled out, the child is not eligible for learning disabilities placement.

7. _____
   Student's Name

   ____does ____does not meet the criteria to be certified as learning disabled.

_____ Classroom Teacher	Agree____	*Disagree____
_____ **Qualified Examiner	Agree____	*Disagree____
_____ Learning Disabilities Teacher	Agree____	*Disagree____
_____ Other Specialist	Agree____	*Disagree____
_____ Other Specialist	Agree____	*Disagree____

*If the team member disagrees he/she must submit a separate statement presenting his/her conclusions.

**See Federal Regulations, December 29, 1977 121a.540(b) and page 25 in Oklahoma Guidelines for Serving Children with Learning Disabilities

PROGRAM DEVELOPMENT

THE INDIVIDUAL EDUCATION PROGRAM TEAM

The IEP Team has a two-fold purpose:

1. To make the final decision for and initiate special class placement, if appropriate;
2. To develop the Individual Education Program (IEP) for the student diagnosed as LD.

The IEP Team is composed of a student's regular teacher, special teacher, student's parent (and the student when appropriate), and an administrative representative. The purpose of the IEP Team meeting is to bring together, in one place, all pertinent information concerning the student's placement. Goals and objectives should be set in accordance with the student's strengths and weaknesses.

The learning disabilities teacher has a very important role in writing the IEP. Although the intent of the law is that the total team makes final decisions, the LD teacher should lead the team with ideas concerning the program. The LD teacher should have all the facts about the student at his/her command and this knowledge should be used (with the teacher's expertise) to develop the IEP.

The team writes the IEP in a meeting. However, to expedite the procedures, the LD teacher should come to the meeting with notes, preconceived ideas based on the evaluation reports and knowledge based on these reports for appropriate placement, i.e., learning disabilities lab or self-contained class. Note: All programming and placement must be based on the student's needs and not what the school has to offer.

At the initial placement, three year re-evaluation procedures and any important changes in the child's program (such as change from self-contained to lab, totally in regular class after lab, or if complete removal from the program, etc.) the entire team must meet. However, there could be a valid reason at the annual review and writing of a new IEP that the parent cannot attend. This should be noted under "Comment" and a conference held later with the parent to explain the new IEP and obtain the parent's signature. After agreement on the program and the IEP has been completed (with all necessary signatures), the parents may be given a copy if they so request.

The IEP is considered a confidential document and as such will be maintained in a proper manner in the confidential folder.

IEP

A unique contribution of P.L. 94-142 is to require an individual education plan for every student receiving special education services and to specify what must go into the plan. A child must not be placed in a special education program until an IEP is written. Refer to the Policies and Procedures Manual for Special Education in Oklahoma for a description of the IEP process. (SDE Special Education Form No. 6 & 6A)

The following statements are directed at clarifying areas of concern relating specifically to writing IEPs for LD students:

SDE - Special Education
Form No. 6A - Page 1

STATE OF OKLAHOMA
Individualized Education Program with Specific Suggestions for LD

1. Name

2. School City

3. Date (date of writing) Grade (grade or applicable placement)

4. Educational Performance Levels

Before an IEP is written, current achievement/developmental scores must be obtained to determine the student's level of educational performance. The purpose of this area of the IEP is to record a standard by which you measure achievement or lack of achievement in the student's program. For this reason new scores must be obtained at least annually and used as the basis for instructional objectives. This data will indicate a profile of the student's current level of educational functioning. Refer to the Evaluation section of these guidelines for lists of achievement tests appropriate for use with LD students. The information in this section must include the following:

Name of Test
Date Given (current)
Level of Performance (scores)

5. Summary Statements of Strengths and/or Weaknesses

Information for these statements should be taken from teacher and parent observations, the psycho-educational evaluation, and other pertinent sources. These statements should address a child's special learning skills and needs. Areas of particular relevance to learning disabled students may include the following strengths and

weaknesses in varying degrees:

Cognitive/Academic

Cognitive - Whether a student's best learning modality is auditory, visual, or tactual kinesthetic must be considered when developing an IEP. Process deficits such as visual sequential memory, etc., identified in this area may be remediated via the academic curriculum and should be listed as strengths or weaknesses.

- Auditory - Learns through verbal instructions from others or self
- Visual - Learns by seeing; watching demonstrations
- Kinesthetic - Learns by doing; direct involvement

Academic - The seven areas of learning disabilities include:

- Reading Comprehension
- Basic Reading Skills
- Mathematics Calculation
- Mathematics Reasoning
- Oral Expression
- Written Expression
- Listening Comprehension

Speech/Language

Language reception, processing, and expression skills can impact a child's thinking, problem solving, social interactions, visual perceptions, regulation of motor activity, attention and memory processes. These problems are frequently associated with LD students and should be given consideration in determining strengths and weaknesses.

- Oral/Written Expressive Language: Reception
  Association (Processing)
  Expression

Social/Behavioral

Secondary behavioral disturbances are more frequent among LD students; the following characteristics must be considered in planning an educational program:

- Disorganization
- Distractibility
- Perseveration
- Task Persistance
- Impulsivity
- Hyperactivity
- Self Image
- Lack of Ability to Generalize
- Discouragement
- Erratic Performance
- Poor Judgement
- Peer Relationships

Fine/Gross Motor

Poor motor skills may reflect disorders in receiving or processing information; areas of concern include:

- Eye Hand Coordination
- Gross Motor Coordination

- Spatial Organization
- Laterality
- Self-Help Skills (buttoning, etc.)
- Balance
- Rhythm

6. Annual Goal(s)

An annual goal is a reasonable expectation of what the child will achieve during the specified period. There should be a direct link between the strengths/weaknesses listed in these annual goals.

7. Short Term Instructional Objectives (Measurable)

Short term instructional objectives are measurable intermediate steps between the child's present level of achievement and the annual goal. These are not to be confused with the teacher's more specific and detailed daily, weekly or monthly lesson plans. A short term objective that relates to an annual goal must also be written for each related service provided.

8. Specific Educational and/or Related Services

Specific educational services are programs, instruction and/or unique materials and equipment specifically designed to meet the individual educational needs of the student. This section includes:

a. Type of Program

List the type of program used for the child:
1) self-contained classroom
2) resource/lab
3) prescriptive teacher
4) homebased instruction
5) regular class with adapted material
6) adaptive PE (specifically designed physical education program)

b. Modifications

"Unique" materials are not texts or programs usually available in the school (i.e., regular classroom or lab). Unique materials or considerations may include:
1) taped textbooks
2) reduced assignments
3) grading considerations
4) peer tutoring
5) xeroxed or carbon copy notes (provided by regular education teacher or another student)

c. Related Services

Related services are supportive services which are required to help a handicapped child to benefit from special education. Related services that may be listed on a learning disabled student's IEP include:

1) speech therapy
2) audiology
3) physical therapy
4) occupational therapy
5) psychological services
6) counseling services
7) parent counseling and training
8) diagnostic and evaluative medical services
9) school health services
10) adaptive physical education services
11) transportation (refer to Policies and Procedures Manual for Special Education in Oklahoma for detailed description of the school district and the parents)

There may be other supportive services needed by a particular student. All the education and related services a student requires to benefit from special education must be listed on one IEP. This should include the amount of time the child will receive the services (Example: two 15 minute periods per week), who is responsible and length of service. It is imperative that one comprehensive IEP be developed. The goals and objectives should be coordinated to prevent overlap and permit reinforcement of skills learned.

Note: A new IEP must be written each year with related services listed in the form of objectives.

SOME ACTION VERBS TO USE AS THE DESCRIPTIVE ELEMENT
WHEN WRITING INSTRUCTIONAL OBJECTIVES

COGNITIVE DOMAIN	AFFECTIVE DOMAIN	PSYCHOMOTOR DOMAIN
Alphabetize	Accept	Bend
Answer	Attempt	Build
Arrange	Argue	Catch
Classify	Challenge	Circle
Check	Consult	Climb
Compare	Cooperate	Cut
Choose	Criticize	Grab
Construct	Interact	Hit
Complete	Investigate	Hop
Count	Join	Jump
Compute	Participate	Kick
Critique	Question	Pull
Define	Share	Rush
Divide	Suppose	Run
Demonstrate	Volunteer	Skip
Describe		Step
Develop		Stretch
Discuss		Throw
Draw		Walk
Explain		
Estimate		
Find		
Identify		
Label		
List		
Locate		
Mark		
Measure		
Multiply		
Name		
Organize		
Practice		
Pronource		
Read		
Reproduce		
Report		
Select		
Spell		
Solve		
Subtract		
Specify		
Tell		
Trace		
Use		
Underline		
Wait		
Write		

PROGRAM OPTIONS FOR STUDENTS WITH LEARNING DISABILITIES

Determination of a student's eligibility for a particular learning disabilities program is made on an individual basis, taking into account both services needed and the program placement most conducive for learning to occur. Services and program options are based on the following factors:

1. Success With Regular Education Programs
   The portion of the regular education program in which the student is expected to make satisfactory progress.

2. Assessment Results

3. Academic Achievement
   The degree to which a student is progressing relative to his/her peer group with the regular education program.

4. Team Recommendations

5. Severity of the Disability
   In general, the more severe the learning disability, the more structure the program needs.

Specific program options from the least to the most segregated and specialized include:

1. Regular Education Program with Supplemental Services From a Prescriptive Learning Disabilities Teacher

   Students with mild learning disabilities may be able to successfully learn in a full time regular classroom program with curriculum adaptations and modifications. The prescriptive teacher certified in learning disabilities may provide indirect services to a maximum of 40 LD students.

   The prescriptive teacher will be responsible for team meetings, individual consultations with regular teachers, special equipment or curriculum materials, academic assessment of each student at least annually, record keeping and direct teaching of concepts or skills that the student has failed to acquire in the regular classroom. The prescriptive teacher and regular teacher will evaluate the success or failure of the regular class placement and recommend removal from the program when services are no longer needed. If the prescriptive teacher, through evaluation or teacher consultation, feels that the student needs a more structured program, then a recommendation to the IEP Team will need to be made to consider a more appropriate placement with more direct teaching of skills.

2. Regular Education Program with Resource/Lab Services

Students with moderate learning disabilities are usually able to successfully learn in the regular classroom in some subject areas but need the resource/lab for specific assistance in deficit areas. The regular classroom teacher and the certified learning disabilities teacher have direct responsibility for the LD student's education as recorded in the written Individual Education Program (IEP). The majority of these students are in the lab for periods of from one to three hours. The LD resource/lab teacher can work with a maximum of 25 different students with no more than 10 per period.

3. Self-Contained Learning Disabilities Class

Students with severe learning disabilities usually possess little or no functional skills, learning strategies, assume little independent responsibility for learning, and display little motivation. This student needs intensive intervention in foundation skills of reading and math, and as a result cannot be expected to succeed in other subjects (social studies, science, or even electives at times) where such skills are needed. The severely learning disabled student may also need "social training" and profit from counseling. A self-contained program is recommended with close attention paid to placement outside the special classroom for instruction.

The certified learning disabilities teacher works with a maximum of ten different students. The majority of the students are to be scheduled with the LD teacher for at least four (4) hours. Integration back into the regular classroom should be gradual, beginning with small amounts of time in an area where successful experiences occur.

It should be noted that a student with a severe learning disability who requires placement in a self-contained classroom would not be appropriately served in a resource room for a full day. The visual and auditory distraction of movement of resource room students from mainstreamed classes to the resource room may interfere with the structured program needed by these students.

ROLE OF THE LEARNING DISABILITIES TEACHER

The learning disabilities teacher has several roles. The major role is to provide direct instruction to children identified as having specific learning disabilities. Other roles include implementing and evaluating an IEP for each student; communicating effectively with parents, regular teachers, administrators who are involved with learning disabled students; assisting regular teachers in modifying or adapting the course work for learning disabled students; observing, assessing and evaluating new referrals as a member of the learning disabilities evaluation team; and serving on the placement team to develop the IEP and determine placement of students. Because a learning disabilities teacher must serve in many capacities, he or she must be given enough time to perform each role adequately.

Specific functions of the learning disabilities teacher may include:

1. Serving on the pre-referral, evaluation and placement committees.

2. Sharing responsibility for developing the learning disabilities written report.

3. Participating as a member of the team developing the IEP.

4. Sharing school duties performed by other faculty members when appropriate (i.e., bus duty, lunchroom duty, etc.).

5. Acting as a student advocate.

6. Being responsible for an ongoing assessment of all learning disabled students in the program and maintaining all required record and data forms, including IEPs.

7. Working with ancillary and support personnel to coordinate services to learning disabled students.

8. Coordinating instruction in the resource/lab room to complement or supplement regular classroom instruction.

9. Conferring and planning regularly with the classroom teacher concerning curriculum, management, scheduling, homework, grades.

10. Conducting in-service about learning disabilities when requested.

11. Having the ability to make appropriate matches between instructional materials and the stated objectives of the IEP of a student.

FACILITIES

Location, size, and arrangement of furniture can have an impact on student behavior and academic progress. The learning disabilities classroom should be of suitable size in a distraction-free area, as required by the type of program or services to be established. Appropriate furniture, materials, supplies and equipment should be provided to meet the needs of the class or individual children to be served.

Instructional space for exceptional children shall comply with State standards. Adequate storage shelving should be provided. It is strongly recommended that mobile or portable classrooms be used only when regular education classes are also housed within such classrooms.

The space assigned to a learning disabilities program should be in a permanent instructional setting. A resource/lab room should be large enough to allow for one-to-one instruction, small group instruction and individual study areas. Independent study areas should be created by using carrels and student desks or partitioned by movable chalkboards, bookcases and file cabinets. Major activity centers with appropriate materials stored nearby may be set up for reading, math, independent study skills and media in both resource and self-contained classrooms. A prescriptive teacher may be able to share space with another prescriptive teacher. In such cases, it is important that sufficient space be available to leave major materials and equipment set up. If this space is not available, the schedule should permit sufficient time for the prescriptive teacher to have his or her materials ready before students arrive and allow time for the materials to be stored.

TEACHING STRATEGIES

Because of the unique learning styles of students with learning disabilities, modifications and adaptations such as the following might be used by regular and/or LD teachers:

1. Adjust type, difficulty, amount of sequence of material required for LD students by:

   a. giving smaller assignments than the rest of the class, i.e., fewer math problems, fewer pages to read, etc.

   b. breaking down assignments into very short tasks. Many of these children do well if they are provided with short assignments followed by immediate feedback. If the LD student concentrates well for three minutes, provide him with a series of three minute tasks with a break between each. If the student can do only one math problem correctly, give only one; and after success with this one, increase the number to two and so on. If only the first one or two questions on a page are completed correctly, it may be that the student's attention is overwhelmed by all the material on the page and a series of individual questions would be better, each on its own page. A classmate or older student should be able to prepare this for the LD student.

   c. giving only one (or few) questions at a time during testing.

   d. including on assignments only essential material.

   e. checking or underlining textbook passages which contain the most important facts -- using markers to indicate where to start or stop an assignment.

   f. giving them specific questions to guide their reading and, if necessary, showing them the exact paragraphs where information can be found.

   g. establishing only a few goals at a time for LD students. Develop with them the ways you will attempt to reach those goals.

   h. making certain the student's desk is free from all extraneous material.

   i. collecting the student's work as soon as it's completed.

   j. changing activities to accommodate short attention span.

   k. helping the students to restate their assignments.

l. using concrete/manipulative objects and materials.

m. giving directions in small units.

n. using simplified worksheets, particularly in math.

2. Adjust space for the LD by:

a. permitting the student to do his work in a quiet area of the room.

b. arranging seating near a more able student who can assist with assignments.

c. choosing the area of the room most conducive for concentration.

3. Adjust work time for the LD student by:

a. giving sufficient time to complete assignments.

b. establishing a daily schedule.

c. alternating quiet and active classroom activities.

4. Match LD student with a peer helper who can help by:

a. explaining directions for assignments.

b. practicing oral drill.

c. providing oral/written summaries.

d. working with him in a joint assignment.

e. critiquing assignments with the student.

5. Adjust presentation and evaluation according to the student's method of learning. Some individuals learn better by seeing, some by listening, some by feeling, and some by a combination of approaches. Some students reinforce their weaker sensory channel by utilizing a multisensory approach, whereas others are overloaded by this system and do better if they learn through their most functional sensory system. Find out how your LD student learns best.

a. If a student is primarily an auditory learner, adjust mode of presentation by:

1) giving oral as well as written directions for assignments.

2) taping important reading material for students to listen to

as they read a passage.

3) putting assignment directions on tape so that students can replay them when needed.

4) giving students oral rather than written tests.

5) having students read/drill essential information using tape recorder, reciting information into recorder and playing it back.

6) using published audio tapes with students.

7) having students read/drill aloud to themselves or to another student.

8) having another student read important information to LD students.

9) having students repeat words aloud (or silently) while writing them down on paper to keep from leaving out words or phrases.

10) having students re-auditorize silently, vocalizing material inside their heads.

11) having a student close his eyes and try to hear words or information, repeating in order to block out distractions.

12) utilizing a phonics approach in teaching reading.

b. If the student is primarily a visual learner, adjust mode of presentation by:

1) having students use flash cards.

2) having students close their eyes and try to visualize words or information in their heads.

3) providing visual clues on chalkboard for all verbal directions.

4) having students write down notes and memos to themselves concerning important words, concepts, ideas.

5) using films and filmstrips to reinforce classroom instruction.

6) utilizing a sight word approach in teaching reading.

SCHEDULING

Schedules appear to make or break many a program (and probably many a teacher as well). Establishing schedules which allow the right people to be in the right places, with the right other people, at the right times requires careful pre-planning, and just a dash of good luck.

As schedules are arranged for LD students, top priority should always be given to the student's needs. Consider the following recommendations:

- Allow adequate time for instruction
- Provide appropriate teacher-student ratios
- Build in time for monitoring and assessing changes in student performance
- Provide variety within each student's school day
- Group according to grade levels or subject areas
- Vary the structure of scheduled events, including some large-group, small-group, and individual activities
- Structure activities in a way which allows students to be involved in doing things which are worthwhile, as opposed to busywork activities, for the majority of each school day
- Lab students should not be scheduled less than one instructional period
- Schedule as much time as possible with the student's regular peer group (including homeroom if the school is so organized)

In addition to establishing schedules for students in a program, the teacher will need to set up schedules for all those involved in teaching. This may involve scheduling activities for the LD teacher, a student teacher, some classroom volunteers or aides, or students acting as tutors.

Schedules should:

- Include time for team meetings, staffings, or sharing meetings
- Allocate time for communicating regularly with other teachers and administrators
- Provide adequate time for daily planning and preparation

- Reserve periods of time for communicating regularly with parents
- Set aside time for maintenance of your program, e.g., keeping the classroom and program intact

TEACHER SCHEDULE

Time	Activities/Tasks				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

LEARNING DISABILITIES
STUDENT WEEKLY ASSIGNMENT SHEET

Student_____ Week of_____

Period(s) Scheduled

Monday	Tuesday	Wednesday	Thursday	Friday

Mon.	
Tues.	
Wed.	
Thurs.	
Fri.	

ELEMENTARY CURRICULUM

The curriculum for the elementary learning disabled student should parallel that of regular class students. The teacher must focus on the basic psychological processes which are deficient and utilize non-traditional methods and techniques for instruction.

The goal of an elementary learning disabilities program is to start where the child is and proceed by developing and improving skills required for specific tasks to enable the student to function successfully in the regular classroom without the support of the learning disabilities teacher. Although this is the ultimate goal, it may not be possible for each student to achieve it. Students may achieve independence in some academic areas and require support in others, depending upon the flexibility and skills of the regular class teachers, the materials and equipment available and other additional services available in the school.

Since students with specific learning disabilities exhibit a wide variety of needs, no specific program plan can be developed which will serve all of the students. Both the program content and the techniques to try to achieve the individual objectives on the IEPs may be different for every student on a learning disabilities teacher's caseload.

SECONDARY LD CURRICULUM MODELS

Characteristics attributed to learning disabled adolescents have generally been based on those attributed to elementary populations. The fallacy with this type of reasoning is that it ignores the physiological, emotional, social, and environmental changes that the adolescent experiences as his or her secondary school career progresses. As a result, it is appropriate to examine different curriculum models.

Service Delivery Models

Three major service delivery models for LD adolescents exist: (1) the Alternative Curriculum Model, (2) the Secondary Content Curriculum Model, and (3) the Remedial Curriculum Model.

Alternative Curriculum Model

The approaches that are included in the Alternative Curriculum Model are based on the premise that the student cannot make it in life with the present academic focus of secondary schools. The approaches that are most frequently associated with this model are the functional and work study approaches. The goal of the functional curriculum is for the student to achieve adult literacy through the teaching of survival skills. The work study curriculum approach is designed to provide the student with a sufficient level of vocational competence for them to obtain and maintain gainful employment after leaving school.

The senior high work study program is one way of working with high school LD youth. This may or may not be in cooperation with Vocational Rehabilitation. Modified course requirements permitting credit for supervised work experience allow for a realistic educational program which helps the learning disabled student make the transfer from school to the world of work with a maximum chance for success as self-supporting citizens.

Secondary Content Curriculum Models

Within the Secondary Content Curriculum Model the approaches used have emphasized the importance of learning the content already specified in the secondary school curriculum as the major goal of the LD program. The two curriculum approaches which fall under this model are the tutorial and compensatory approaches. The goal of these two approaches is graduation via success in the normal high school curriculum. However, the tutorial and compensatory approaches are operationalized in different ways. The tutorial approach emphasizes providing assistance to the student in meeting the requirements of the regular curriculum. The LD teacher does this by assisting the student in completing assignments, reteaching content, and generally helping the student to remain successful in the regular curriculum.

The compensatory approach emphasizes presenting the regular secondary content in an alternative mode in such a way that the student's disabilities are bypassed. The method of presentation is usually through a non-reading medium such as tape recordings of tests and assignments. The role of the teacher is not to assist the student in learning content, but to assist the student by providing compensating instructional delivery systems.

Remedial Curriculum Model

The approaches that are included in the Remedial Curriculum Model emphasize the improvement of the abilities of LD adolescents in basic learning areas. Advocates of remedial approaches believe that there are subskills that must be taught to the adolescent before the adolescent will be successful either in or out of school. The two curriculum approaches which fall into this category are the basic skills and learning strategies approaches.

The goal of the basic skills approach is academic literacy. The basic skills approach emphasizes the sequential teaching of basic skills such as reading, mathematics, and writing. This curriculum approach is essentially an extension of activities, materials and objectives focused on in elementary programs.

The learning strategies approach has been the most recently developed curriculum approach for LD adolescents, and was designed to address many of the problems encountered in traditional approaches. The learning strategies curriculum approach emphasizes teaching the student how to be an efficient learner across situations and settings. The student is taught how to acquire, use and retrieve information efficiently by instruction in specific strategies. Typical curriculum components include listening to lectures, notetaking, skimming, textbook usage, test-taking, and paragraph construction. This approach is based on the philosophy that teaching a student how to learn will assist him/her in school, home, and work settings more adequately than other approaches which focus on trying to teach specific information.

The curriculum approaches described above have been briefly outlined as though each were a total program commitment. In reality, however, most secondary LD programs incorporate a variety of these curriculum approaches.

Generalization

Any approach used with LD adolescents must address the issue of generalization. The only approaches that have systematically addressed the generalization issue have done so through a cooperative planning model.

The LD teacher must cooperatively work with other individuals to insure that the student sees the relationship between skills learned in

the LD program and their use outside the program.

GRADING

There is one definite rule for grading students in all special education categories: There must not be any discrimination in the system of grading. That is, if all students in a school are graded by the A, B, C, etc., plan, special education students will also receive A, B, C, etc. In recording grades on a permanent record (such as a transcript) there must not be any reference to the student's placement in special education.

P.L. 94-142 is based on an "appropriate education". If this mandate is followed, fair grading should be no problem. Some suggestions:

1. Grades should never be given as motivation (A's) or punishment (F's).

2. A student should earn the grade. Too easy a program would result in too many A's and too difficult, D's or F's. A program should be planned on the level where the child is functioning but the teacher should always be alert to expand this level upward.

3. Students should not be placed in academic subject classes beyond their ability because of an inflexible school schedule.

Parents must understand grading in special classes. The grade earned may not be comparable to grades earned in regular classes. Parents need to be told where the student is functioning and what is being learned, rather than relying on report card "grades" to understand progress.

The teacher who has the student for a period should give the grade for that time. If the grade will go on one regular report card, the special teacher and regular teacher should confer. If the regular teacher objects to giving a "passing" grade to a student who is not in his/her class, both teachers could sign the report card. Since separate report cards are given on the secondary level, there should be no problem.

A student in special education can get a failing grade. He/she cannot fail because the academic level is too high (that is, not an appropriate program) but failing grades may be given because of refusal to do work within capability and poor attendance. However, when failure does appear, consideration should be given to addressing the problem on the IEP with the idea of alleviating it.

The report card on the following page for all elementary students in Vinita Public Schools (developed by Mr. James E. Sooter, Superintendent) is a very good example of truth in reporting progress without discrimination. This could also be adopted for secondary levels.

Example: An LD student who is working below grade level could receive this grade in English: B^1 - or if math is no problem, a grade of B^2. At the other end of the scale, a gifted student might receive a C^3 in a class.

BEST COPY AVAILABLE

PUPIL'S NAME _____

Level of Achievement Rating Key

A - Excellent
B - Above Average
C - Average
D - Below Average
F - Inadequate
S - Satisfactory
U - Unsatisfactory
I - Incomplete

Level of Student Work Rating Key

1 - Below Grade Level
2 - On Grade Level
3 - Above Grade Level

Teacher Initial	Subject	1st 9 Weeks	2nd 9 Weeks	1st Semester	3rd 9 Weeks	4th 9 Weeks	2nd Semester	Year
	Art							
	Band							
	English							
	Health							
	Mathematics							
	Music							
	Penmanship							
	Physical Education							
	Reading							
	Science							
	Social Studies							
	Spelling							

STUDY HABITS AND SOCIAL ATTITUDES

Rating Key

E - Excellent Progress
S - Satisfactory Progress
N - Needs to Improve

	1st	2nd	3rd	4th
1. Listens attentively				
2. Uses time wisely				
3. Completes work				
4. Participates well in class activities				
5. Shows respect for property of others				
6. Practices good behavior				

ATTENDANCE RECORD

	1st	2nd	3rd	4th
Days present				
Days absent				
Times tardy				

MATERIALS

When selecting materials for students with learning disabilities, the teacher should evaluate the content carefully to determine if it offers a challenge despite the student's weak modes for taking in or communicating information. The subject matter, concepts and reading levels need to be commensurate with the conceptual, vocabulary and maturity levels of the student. Requirements in decoding, spelling and composition need to be geared toward the student's lower abilities. In this way the student can handle content area texts independently while maintaining interest in basic academic skills. It is necessary for the student to have access to content area texts geared to his individual level so that some work may be done independently. In this way the student can maintain interests in basic academic skills while gaining exposure to the concepts of the regular education curriculum.

There are many materials available commercially. It is important that the learning disabilities teacher decide if and how to use commercial materials to teach a student. New materials are appearing on the market daily. Before any materials are ordered, it may be wise to read all the available literature about a material and experiment by using the materials if it is at all possible. In many cases materials are not described accurately and orders are placed for materials which are overpriced or inappropriate. Although it is impossible to avoid this pitfall all of the time, careful investigation before ordering may lead to better selection of material and fewer shelves filled with unused materials.

MATERIALS MOST REQUESTED
FROM REGIONAL EDUCATION SERVICE CENTERS
BY TEACHERS OF LEARNING DISABLED STUDENTS

READING

Material	Publisher
Schmerler	EMC Corporation
Reading for Concepts	Webster, McGraw-Hill
New Practice Readers	Webster
Clues	Educational Progress Corporation
Specific Skills	Barnell Loft
Developing Reading Comprehension Skills	Oceana
Reach	Economy Company
MWM	Minskoff and Minskoff
Distar	SRA
Ideal Tapes	Ideal School Company
RAP	Accoustifone
Reading Labs	SRA
Aims Kits A and B	Continental Press
Supportive Reading Skills	Dexter and Westbrook
Reading Program	Psychotechniques Inc.
Edmark	Edmark Associates
Readers Digest	Readers Digest
Guiness World Records	Singer
Newberry Award Filmstrips & Books	Miller Brody
Singer Read Alongs	Singer

Material	Publisher
Troll Read Alongs	Troll
Checkered Flag Series	Field Educational Publications
Reading Skills Packs	Croft
Reading Skills	BFA
Safari	BFA
Hip Pocket Readers	Random House
Goal	Milton Bradley
Glass Analysis	Inst./Communications Technology
MATH	
Moving Up In Numbers	DLM
Step by Step	Continental Press
Computapes	SRA
Arithmatoons	SRA
Math Fact Kit	SRA
Beginning Math Concepts Module	Singer
Divide and Conquer!	Singer
Multiplication Module	Singer
Guiness World Records Module	Singer
Math Kits	BFA
IMS Math	Xerox
AIMS	Continental Press
Distar Math Kits	SRA
AUDITORY TRAINING MATERIALS	
Auditory Training Materials	DLM

Material	Publisher
Apt. II	DLM
Perceive and Respond	Modern Education Corporation

A Material-Equipment Rating Sheet should be helpful in establishing a systemwide index of materials.

Consideration in the Selection of Instructional Materials

1. Entry Skills
   - Are the entry behaviors demanded by the material easy to ascertain?
   - Are the students capable of making the responses required by the material?
   - Does the material provide a method to determine initial placement?

2. Content
   - Does the content reflect general knowledge and research in the content area?
   - Is the material current?
   - Is the material accurate?
   - Are the concepts presented clearly?
   - Does the material present the major concepts that you wish to stress?
   - Is adequate practice of the skill provided?

3. Sequence
   - Is the sequence evident in the material?
   - Does the sequence proceed from simple to complex?
   - Does the material proceed in a logical order?
   - Are the steps in the sequence small?

4. Objectives
   - Are objectives stated for the material?
   - Are the objectives stated similar to your objectives?

5. Ongoing Assessment
   - Does the material suggest assessment methods?
   - Would the material be adapt to ongoing assessment?

6. Feedback
   - Does the material include provisions for correction and feedback to pupils?
   - Can a feedback procedure be established for the material?

7. Adaptability to Individualization
   - Does the child progress independently?
   - Does the child make an independent response?
   - Can the child progress independently?
   - Can the child be placed in the material at his or her own level?
   - Can the child advance to subsequent tasks when she has

demonstrated proficiency?
- Does the material encourage active pupil participation?
- Does the material provide for a student response that can be evaluated?

8. Physical Characteristics
   - Is the material attractive and of good quality?
   - Is the type size suitable to the maturity of the pupils?
   - Do the illustrations enhance the material?
   - Do pages have more than one student task per page?

9. Information to Teacher
   - Is essential background information provided?
   - Is the sequence of the material specified?
   - Are the instructions to you clear and complete?
   - Are there reproductions of the student text in your manual?
   - Can you easily locate practice and review pages?
   - Do you need any specific knowledge or training?

EQUIPMENT

Certain equipment is basic to effective programming for LD students. It is strongly recommended that all LD classes have the following equipment:

. cassette recorders
. jack and earphones
. typewriter
. record player
. filmstrip projector
. screen
. overhead projector
. card reader
. calculator (especially at secondary)

In addition to basic equipment, other equipment is recommended to facilitate student motivation. A partial listing of such materials follows:

. computers
. Speak and Spell
. Speak and Math
. Speak and Read
. Spelling B
. Little Professor
. Rainbow
. digitors
. Alpha Master
. black magic markers
. large spiral notebooks (for daily logs)
. newsprint
. manipulative devices - counters, abacus, rods, buttons, etc.
. alphabet cards (manuscript and cursive)
. sequencing cards; sentence builders
. vocabulary-building materials
. recorded literature and texts:
    . Library of Congress
      Division for the Blind and Physically Handicapped
      1291 Taylor Street, N.W.
      Washington, D.C. 20542
      Phone: 202/287-5100
    . Recording for the Blind, Inc.
      215 E. 28th Street
      New York, New York 10022
      Phone: 212/451-0860

  -- Write for registration information; catalog available ($5.00)

-- Toll free number for application for service and information kit: 800/221-4792 or 800/221-4797

-- A medical doctor's signed statement that the student is learning disabled is required on the application form.

LEARNING DISABILITIES
MATERIALS-EQUIPMENT RATING SHEET

Please itemize all instructional materials and equipment which you use in your classroom. Try to keep this sheet updated.

Name of Item	Publisher or Manufacturer	Primary Use	Rating - (Use all numbers which apply; relevant, brief comments appreciated) 1. Not useful or appropriate 2. Has limited use 3. Too complicated or time consuming to prepare or use 4. Versatile, can be used to develop more than one skill area 5. A good teacher resource of reference 6. Can be used independently by students 7. Indispensable, used daily 8. Skill oriented 9. Criterion reference 10. A complete kit or program; has everything necessary for instructional use

DISCIPLINE

When considering disciplinary measures for learning disabled students, the following should be considered:

1. Counseling

2. "Time-out" area

3. Restriction from participation in school activities

4. Staying after school or class

5. In-school suspension

When suspension or expulsion from school is necessary for the learning disabled student, the following guidelines should be followed:

1. Conference held with the student to:

   a. Provide opportunity for student to defend actions

   b. Explain disciplinary measures to student

2. Notify parent by telephone and confirm conversation by mail

For the identified learning disabled student, additional procedures should be followed:

3. Schedule an IEP meeting to determine if the student's behavior is the result of the handicapping condition. When the behavior is related to the handicapped condition, and a change in program or removal from the current program is recommended, the IEP must be revised to reflect the change in placement. The school must provide an alternative program (i.e., IEP revision, homebased, etc.).

   When the behavior is not related to the handicapping condition, the procedures established for regular students should be followed. However, any long-term change in the student's current school program should be recorded in the IEP.

EXIT (REMOVAL) CRITERIA

It is recommended that exit criteria be used in determining if a student is eligible for removal from a learning disabilities program. The most important requisite for removal from the program is that the student must be able to succeed in a regular program without support from the learning disabilities teacher. Some learning disabled students are able to perform adequately in a regular classroom if minor adjustments are made by the regular classroom teacher. It is strongly recommended that the student being considered for removal from the learning disabilities program be gradually placed in the regular classroom for longer periods of time. The learning disabilities teacher should carefully monitor the student's progress as the time in the learning disabilities class is reduced.

No one person determines a child's placement in any special education program. Therefore, no one person can determine that a child no longer needs special services and may be removed from a special education program.

A handicapped child cannot be removed from a special program until the proper steps are followed:

1. Re-evaluation may be a complete battery of tests or some documentation that the child's status has changed.

2. The LD Evaluation Team (consisting of a classroom teacher, school qualified examiner, a learning disabilities teacher and possibly other specialists) must determine the student is no longer eligible for LD placement.

3. The Categorical Eligibility and/or IEP Team (consisting of the school administrator or representative, parent, regular teacher and LD teacher) must meet and make the final decision on placement. Use Categorical Eligibility Statement, SDE Form No. 5 in the Policies and Procedures Manual for Special Education in Oklahoma. All team members will sign this form removing the child from the LD program by marking "Is Not Eligible". The part of this form giving recommendations for service in the regular classroom will be completed if needed.